Analysis of the Effect of WFA (Work From Anywhere) on Work Stress and Job Satisfaction and Its Impact on Lecturer Performance

Andrew Satria Lubis [1*], Muhammad Arif Lubis[1], Monica Rosiana[2]

[1*]Faculty of Economics and Business, Universitas Sumatera Utara, andrewsatrialubis@usu.ac.id , Medan
[1] Faculty of Economics and Business, Universitas Sumatera Utara, muhammad.arif@usu.ac.id , Medan
[2] Faculty of Economics and Business, Universitas Jenderal Soedirman, monicarosiana@unsoed.ac.id Purwokerto
*corresponding author
andrewsatrialubis@usu.ac.id

ABSTRACT

COVID-19 will change everything at work by 2020. Many people in Indonesia respond to this situation in different ways; some feel depressed, while others quickly adapt to technology. In the world of education, the outbreak of Covid-19 was initially bad, but now it has been exploited for good. The teaching and learning activities of the whole Tridharma can be carried out more efficiently and can be done anywhere and anytime. The aim of this study is to know the impact of work from anywhere on work stress and job satisfaction as well as its impact on the performance of the lecturer is Tridharma's obligations. And also see if the lecturers are ready if work from anywhere returns. This research belongs to the type of quantitative research, with partial analysis method Least Square. Sampling techniques in this study are purposive sampling. The research was conducted on a lecturer at the University of North Sumatra of 100 lecturers. The results of this study show that work from anywhere has a positive and significant impact on lecturer satisfaction, which has a negative impact on the performance of the lecturer. Directly work from anywhere has a positive and significant impact on performance and its influence is more dominant than the mediation of variables of job satisfaction and work stress. Tridharma's performance will increase as the lecturer's adaptation to the concept of working from anywhere improves.

Keywords: Work From Anywhere, Lecturer Performance, Job Satisfaction, Work Stress

1. Introduction

At the beginning of 2020, the world was shocked by the emergence of a virus outbreak from the city of Wuhan-China that spread so quickly and was able to transmit to others very easily called the Corona Virus (Covid 19). Covid-19 is a virus that spreads through the respiratory system after being infected and infected. The spread of this virus is very fast worldwide because of the inter-country trade system that requires citizens to visit from one country to another. The consequences of this virus are also very dangerous, which can result in death. Corona virus

diseases (Covid 19) are very troubling throughout the world, including in Indonesia, in February 2020, it was announced by the government that Indonesians have tested positive for the Covid-19 virus. This situation requires the Indonesian government to make regulations that must be applied by all its citizens in order to break the chain of spread of the Covid-19 virus. At the encouragement of WHO to establish a Covid-19 national emergency, the Government established a National Disaster Emergency status for Covid-19 on March 14, 2020. The government's policy to deal with the COVID-19 pandemic has an impact on all aspects of life, including education.

The policy issued by the government has resulted in almost all schools including campuses that have stopped the teaching and learning process (holiday) since mid-March 2020 and implemented distance learning programs (online) for students through internet technology. This is enough to surprise the academic community, both lecturers, students and campus supporting divisions. Many of the academy community are not really prepared for this situation because they are faced with uncertainty. This condition makes the campus and government to make educational conditions not stop completely and try to adapt to uncertainty. With this situation, the campus finally made changes quickly, namely implementing an online model learning process (online) where this process is an application of technology 4.0 which had been planned before but with the emergence of the Covid 19 virus campuses were forced to accelerate the use of technology 4.0 in distance learning activities (PJJ). The pattern of distance learning (PJJ) carried out by utilizing technology must be accustomed to the teaching and learning process.

Recently, there has been a lot of news about the government that predicts workers can work from anywhere (WFA). The proposal is based on the work system that took place during the Covid-19 pandemic, namely the Working from Office (WFO) - Working from Home (WFH) work system which was considered successful. Changes in work patterns carried out from home or work from home (WFH) which is then announced to Work From Anywhere is a new habit. So all staff, lecturers and students must adjust the policies implemented in their respective educational institutions with the application of online learning which may have an impact on the implementation of the teaching and learning process that is different from usual, because it is not uncommon for performance changes to occur due to changes in policies, ways of implementation, or changes in places that are different from before (Dalimunthe et al., 2022).

For the campus, it is not easy to adapt, especially in maintaining the performance of its lecturers and employees. Changes in teaching and learning patterns and utilizing technology and learning carried out remotely where lecturers and students are required to be able to master technology. To facilitate the teaching and learning process, lecturers are required to be able to take advantage of existing technological channels, such as Learning Management Systems, audiovideo-based communication media, social media and data storage media that can be used to help quality teaching and learning activities occur. The use of these channels to conduct constructive aligment to the alignment of the three components of Outcome Based Education (OBE), namely learning outcomes, learning activities, and assessment methods that have been prepared in the Semester Learning Plan (RPS). To carry out contrkuctive teaching, the academy community is required to always adapt to changes in the learning system and is required to be more technologically literate in order to carry out quality learning. This situation can directly or indirectly cause lecturers to experience work stress. In Indonesia, the results of research by Suspahariarti, et al (2020) show that work stress is influenced by the workload on lecturers (teaching staff) (Suspahariarti & Susilawati, 2020). Before the arrival of the Covid-19 pandemic,

lecturers used face-to-face teaching (offline) which later turned online after the arrival of the Covid-19 pandemic and again applied the face-to-face learning method (offline) during the current recovery period. These changes will cause a burden on lecturers due to the large number of lecturers who are already comfortable with the distance learning method (Lubis et al., 2023).

In addition to work stress, it is also worth paying attention to whether the implementation of work from anywhere can increase the satisfaction of work lecturers. When lecturers are required to adapt to technology in the face of work from anywhere but are not supported by the community both in terms of education and training, income, career opportunities, it will reduce the job satisfaction of these lecturers which will later have a negative impact on the performance of lecturers. Based on the description above, Work from anywhere is a way of working that has actually been done in various countries, especially Indonesia, both before the Covid-19 pandemic and during the Covid 19 pandemic. However, in the world of education, it is not yet known about the use of Work from anywhere after the pandemic period ends (the new normal era after covid-19). Until now, there is still no certainty whether Work from anywhere will still be enforced during the current recovery period, especially in the world of education where the teaching and learning process generally cannot be done remotely. And is Work from anywhere still effectively used in the current recovery period.

This research will focus on analyzing the influence of WFA (Work From Anywhere) on lecturer work stress and lecturer job satisfaction and its impact on lecturer performance as well as in assessing the possibility that Work from anywhere can be applied in the new normal era

2. Literature Review

The Ministry of Education and Culture of the Republic of Indonesia is an institution that oversees higher education in Indonesia. The learning process before the Covid-19 pandemic in Indonesia was carried out face-to-face (offline) where lecturers and students met directly in knowledge transfer activities. Governments and institutions are preparing platforms for distance learning activities (online) so that knowledge transfer can be carried out anytime and anywhere. Initially, all of this had been prepared before the arrival of the Covid-19 Pandemic but had not been implemented because the readiness of the technology and the ability of lecturers at that time was still not in accordance with the planned system being developed.

But the arrival of the Covid-19 pandemic changed the way of learning from Offline to Online. The Covid-19 pandemic requires the implementation of Work from anywhere quickly. Where to stop the spread of Covid 19, distance learning is needed which forces the acceleration of the technological transition in universities. The acceleration of the transition in the face of every company is inevitable, especially for lecturers who are not ready to do distance learning at first, they must immediately prepare themselves. This situation is an opportunity as well as a challenge that must be utilized as well as possible to advance education in Indonesia in order to support the nation's goal of educating the nation's life.

2.1 Work From Anywhere (WFA)

Work from everywhere is another term for teleworking that is widely known in various writings. According to Alan Felsted and Nick Jewson (2002) that there is actually no standard definition of teleworking even in one country the definition of teleworking can be very different. So, this is just a difference in mentions, the essence of which is actually the same, namely working from

anywhere (remotely) which includes working from a branch office, working from a satellite office, or working from home (homeworking/working from home) to produce the desired output. According to The European Framework Agreement (2006) telework is defined as a form of organizing and/or doing work, using information technology, where work, is carried out away from the employer's place on a regular basis. Telework/ Work from everywhere offers flexible work arrangements and allows employees to deviate from the habits of working hours as well as regular work locations. These flexible work arrangements include worker arrangements such as remote work, part-time work, flexible work scheduling, and can save budgets to the (Purba et al., 2018).

2.2 Work Stress

Work stress is a condition that can affect emotions, thought processes, and thinking processes and is a gap between the demands of the job and the resources it has so that it will cause stress about work and make people feel more negative and become dissatisfied. As for the stress aspect, it is divided into several parts, such as: 1) Physical symptoms, 2) Emotional symptoms, 3) Intellectual symptoms, and 4) Interpesonal symptoms.
Work stress is divided into 4 (four) dimensions, namely:

- Extraorganizational Stressors are stressors from outside the organization that affect employee performance consisting of technological changes, globalization, family, moving tasks, economic and financial conditions, ethnicity and race, and living conditions;
- Organizational Stressors are stress that comes from within the organization related to employee duties and responsibilities consisting of indicators of tasks in the office, conflicts and workloads, job security, conflicts with colleagues, an uncertain environment;
- Group Stressors are stress that comes from formal and non-formal groups that can trigger conflicts consisting of a weak sense of group attachment and lack of group support;
- Individual Stressors are stress from each individual employee consisting of indicators of personality maturity and self-control

2.3 Job Satisfaction

Research conducted by Irawanto et al., states that work satisfaction can be defined and measured well as a gloval construction and has multidimensional dimensions and as a perceived correlation between what a person wants from his job and what he feels to offer, besides that job satisfaction can be described as an emotional state of a person when something pleasant and profitable has happened as a result of the assessment of their work or work experience (Irawanto et al., 2021).
The indicators conducted by using five items as indicators, namely:

- Task
- Colleagues
- Supervisors
- Income
- Overall Job Satisfaction

2.4 Lecturer Performance

Lecturer performance is the most important factor in determining the quality of learning. In Usman's opinion, "Lecturer performance is a performance shown by lecturers, both in quality and quantity in performing their duties in accordance with the responsibilities assigned to them, which are measured based on discipline, cooperation, obedience, attendance, professional competence, and quantity of work. Indicators to measure the performance of individual employees there are six indicators namely (Trisnasari & Wicaksono, 2021):

- Quality, quality of work is measured from the perception of employees towards the quality of the work produced as well as the perfection of tasks towards the skills and abilities of employees.
- Quantity is the resulting quantity expressed in terms such as the number of units, the number of completed activity cycles.
- Timeliness, is the level of activity completed at the beginning of the stated time, seen from the point of coordination with the output results as well as maximizing the time available for other activities.
- Effectiveness represents the level of use of the organization's resources "labor, technological money, raw materials" maximized with the intention of increasing the yield of each unit in the use of resources.
- Independence, is the level of an employee who will later be able to carry out his work functions. It is a level where employees have a work commitment with the agency and employee responsibility to the office.
- The lecturer's work environment is everything around the lecturer that can influence him in carrying out his duties in carrying out the Tri Dharma of Higher Education.

3. Research Methodology

This research is included in the quantitative type of research. The nature of this study is presented descriptively (descriptive explanatory). This study used a survey approach through a questionnaire using a likert scale on google form media caused by the Covid-19 pandemic but still complying with valid principles in the data. The population in this study was all lecturers at the University of North Sumatra with 168 people. In an effort to focus on the implementation of the study, the sampling in this study was directed purposively sampling with a focus on the maximum age of 50 years. The assumption used is the ease of adaptation of lecturers to technological developments. A total of 100 lecturers from the University of North Sumatra participated in this study. The analysis was carried out by evaluating the structural model of the study. The analysis is carried out using structural equations with the Partial Least Square method. The tool used in this study was SmartPLS 3 (KAUR et al., 2020). The sampling technique in this study was to use purposive sampling technique. Purposive sampling technique is a technique for determining samples with certain considerations. This sampling technique is used with the aim that the data obtained later is more representative (represented) and results are more accurate. The types of data used are primary and secondary data. The data collection method is carried out by interviewing and providing questionnaires (questionnaires). The point of this study is to find out how teachers' ability to work from anywhere affects their job happiness, stress at work, and how that affects their overall performance as professors. Most of the time, professors' work is closely linked to the three pillars of higher education: teaching, research, and community service.

In addition, this study looks at how ready teachers are to work from anywhere, just like it was during Covid-19. To find out how work from anywhere affects the performance of teachers in Medan, experts work with lecturers from the University of North Sumatra. These lecturers are thought to be able to speak for all universities in Medan. Work from anywhere (X) was the independent variable in this study. Lecturer success (Y) was the dependent variable. Two other variables, job happiness (Z1) and work stress (Z2), were used as intermediate factors. Ten (ten) signs are used to measure work from anywhere. These are a person's comfort level while working from anywhere, the benefits of working from anywhere, how easy it is to work from anywhere, and their professional ability to use technology. For independent factors, like professor success, 12 indicators are used to measure six dimensions: work quality, work amount, efficiency, usefulness, freedom, and work surroundings. It takes 15 indicators to measure job satisfaction across 5 dimensions, including Task, Colleagues, Supervisors, Income, and Overall Job Satisfaction. It takes 10 indicators to measure work stress across 4 dimensions, including Extraorganizational Stressors, Organizational Stressors, Group Stressors, and Individual Stressors. What's the difference between the two? Based on what was said above, the study model can be described as follows:

4. Results

4.1 Characteristics of Respondents

This research involved as many as 100 lecturers from the University of North Sumatra. The characteristics of lecturers participating in this study are summarized as follows:

Table 1. Characteristics of Respondents

Characteristic	Total (%)
Gender	
Male	30
Female	70
Age Group	
Under 30 Years Old	2
30-40 Years Old	33
40-50 Years Old	65
Education	
Magister	55
Doctor	45
Academic Level	
Lecturer	6
Senior Lecturer	21
Asisten Professor	50
Assosiate Professor	19
Professor	4

Source: Questionnaire Results (2022)

Table 1 explains that in this study more respondents were female. And in accordance with the sampling criteria, the lecturers who were made respondents were those under the age of 50 years.

Meanwhile, education is almost balanced between lecturers who have master's and doctoral education. In terms of academic rank, the majority of respondents have a lector education level (50%).

1.2 Validity Test

The validity of the outer model is performed using convergent validity and discriminant validity. Convergent validity assessment is carried out by looking at the average variance extracted (AVE) value in each construct. Hair et al. (2011) state that the AVE value on any good construct is at least 0.5. SmartPLS Algorithm results on AVE values are summarized in Table 3.

Table 3. Average Variance Extracted

Variabel	Average Variance Extracted (AVE)
Work from anywhere (X)	0.679
Lecturer Performance (Y)	0.611
Work Satisfaction (Z_1)	0.625
Work Stress (Z_2)	0.689

Source: Data Processing Results with Smart PLS 03 (2022)

Table 3 shows that the AVE value of each dimension construct on the final model has reached a value of > 0.50. Thus, the proposed structural equation model already meets the criteria for convergent validity and it can be concluded that the data of this study is valid.

1.3 *Reliability Test*

The model proposed in this study was carried out using all indicators on each existing construct seen in the figure 2.

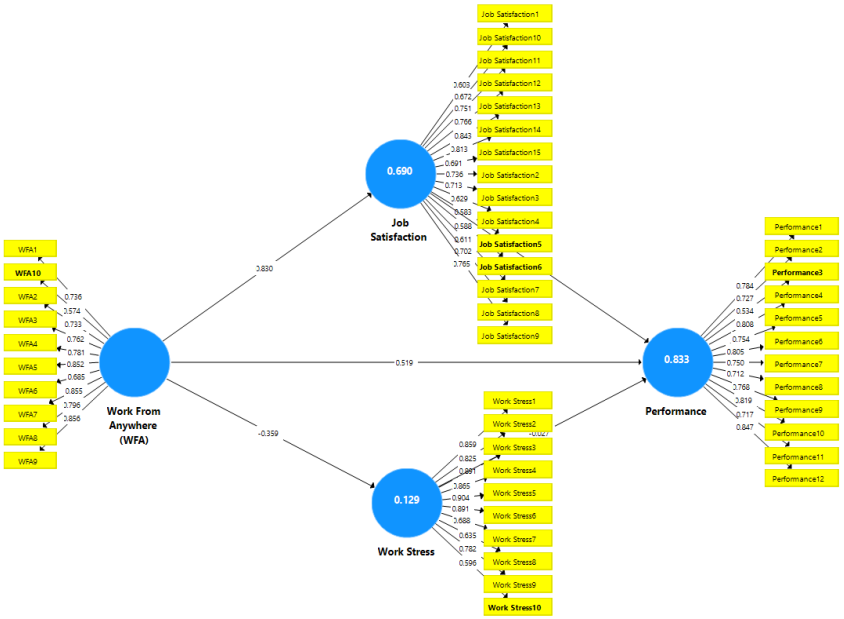

Figure 2. Initial Model Evaluation

The validity of the model at the outer model analysis stage in this study was carried out by evaluating the loading factor of each indicator in explaining the research variables. The cut off value used in describing this loading factor is used at a rate of 0.6. This standardization is used with a decision if the loading factor value of the indicator is less than 0.6, then the indicator is excluded from the research model and reanalyzed. The cut off value of 0.6 illustrates a strong linkage between the indicator's ability to explain variables from the study. The results of the research evaluation indicate that there are four indicators that need to be excluded from the research model. The indicators excluded from the study have been highlighted in figure 2.

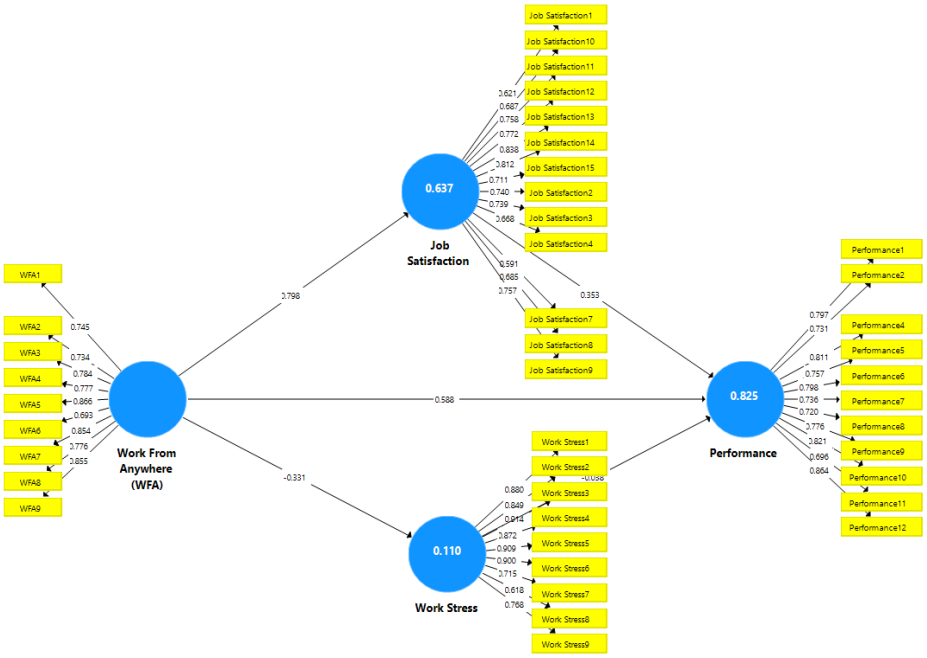

Figure 3. Initial Model Evaluation

Figure 3 shows that all indicators used in the model have fully obtained values above the threshold of 0.6. Thus, in validity, this model has been fulfilled. The full assessment of the study variable modeling is summarized in Table 4 as follows

Table 4. Loading Factors

Variable	Indicators	Loading Factor
Work from anywhere (X)	Work from anywhere 1	0,745
	Work from anywhere 2	0,734
	Work from anywhere 3	0,784
	Work from anywhere 4	0,777
	Work from anywhere 5	0,866
	Work from anywhere 6	0,693
	Work from anywhere 7	0,854
	Work from anywhere 8	0,776
	Work from anywhere 9	0,855

Variable	Indicators	Loading Factor

Lecturer Performance (Y)	Lecturer Performance 1	0,797
	Lecturer Performance 2	0,731
	Lecturer Performance 4	0,811
	Lecturer Performance 5	0,757
	Lecturer Performance 6	0,798
	Lecturer Performance 7	0,736
	Lecturer Performance 8	0,720
	Lecturer Performance 9	0,776
	Lecturer Performance 10	0,821
	Lecturer Performance 11	0,696
	Lecturer Performance 12	0,864
Work Satisfaction (Z_1)	Work Satisfaction 1	0,621
	Work Satisfaction 2	0,740
	Work Satisfaction 3	0,739
	Work Satisfaction 4	0,668
	Work Satisfaction 7	0,691
	Work Satisfaction 8	0,685
	Work Satisfaction 9	0,757
	Work Satisfaction 10	0,687
	Work Satisfaction 11	0,758
	Work Satisfaction 12	0,772
	Work Satisfaction 13	0,838
	Work Satisfaction 14	0,812
	Work Satisfaction 15	0,711
Work Stress (Z_2)	Work Stress 1	0,880
	Work Stress 2	0,849
	Work Stress 3	0,914
	Work Stress 4	0,872
	Work Stress 5	0,909
	Work Stress 6	0,900
	Work Stress 7	0,715
	Work Stress 8	0,618
	Work Stress 9	0,768

Source: Data Processing Results with Smart PLS 03 (2022)

Table 4 shows that no indicators have been reliable in describing their respective constructs. Indicators that do not meet the indicator reliability criteria, namely loading factor > 0.7 Then it can be concluded that all research indicators have met the indicator reliability criteria for each construct. Therefore, the outer model analysis is continued by looking at the internal consistency reliability of each construct. An internal consistency reliability assessment is performed on each construct. The composite reliability value of each construct is expected to be at least 0.7. The results of the SmartPLS algorithm on the composite reliability of each construct are presented in Table 5.

Table 5. Composite Reliability

Variabel	Composite Reliability
Work from anywhere (X)	0.937
Lecturer Performance (Y)	0.943
Work Satisfaction (Z_1)	0.934
Work Stress (Z_2)	0.952

Source: Data Processing Results with Smart PLS 03 (2022)

Table 5 shows that each construct has met the reliability assessment criteria of the outer model with a composite reliability value of > 0,7.

5. Discussion

The deception coefficient in this study was carried out to see the magnitude of the contribution of exogenous variables in estimating values in endogenous variables. The value of the coefficient of determination in this study is summarized in Table 6.

Table 6. Determinant Coefficient Research Model

Konstruk	R Square	R Square Adjusted
Lecturer Performance	0,825	0,820
Lecturer Job Satisfaction	0,637	0,633
Work Stress	0,110	0,101

Source: Data Processing Results with Smart PLS 03 (2022)

Table 6 provides information that the variables work from anywhere, lecturer job satisfaction and work stress contributed 82.5% in predicting lecturer performance. The influence of the work from anywhere variable contributed 63.7% in predicting lecturer job satisfaction. The influence of the work from anywhere variable contributed 11.0% in predicting lecturer work stress

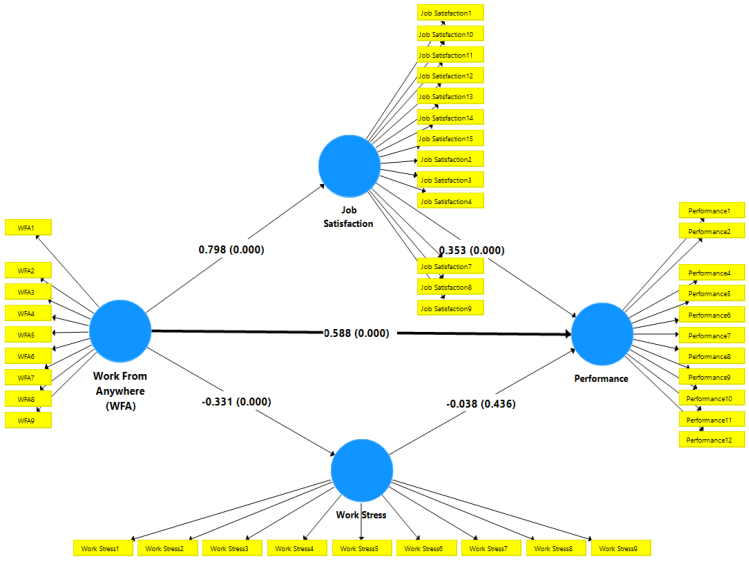

Figure 4. Research Model

Figure 4 shows the influence of each variable on the study. Testing the influence of independent variables, namely work from anywhere, on dependent variables, namely lecturer performance through intervening variables, namely job satisfaction and work stress. The results of the algorithm in Figure 4 are summarized in the form of a table in Table 7.

Table 7. Influence of Research Variables

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Direct Effect					
Work from anywhere (WFA) -> Job Satisfaction	0.798	0.803	0.030	26.174	0.000
Work from anywhere (WFA) -> Work Stress	-0.331	-0.349	0.088	3.768	0.000
Work from anywhere (WFA) -> Performance	0.588	0.581	0.070	8.431	0.000
Indirect Effect					
Work from anywhere (WFA) -> Job Satisfaction -> Performance	0.282	0.286	0.058	4.820	0.000
Work from anywhere (WFA) -> Work Stress -> Performance	0.013	0.016	0.018	0.700	0.485

- *The Effect of Work from anywhere on Lecturer Job Satisfaction*

The results showed that work from anywhere had a positive and significant effect on lecturer satisfaction with a coefficient value of 0.798 and a significance of 0.000 < 0.05. These results indicate that by working from anywhere lecturers are satisfied with the results of their work. This shows that the average lecturer has been able to adapt to technology in applying work from anywhere.

- *The Effect of Work from anywhere on Lecturers' Work Stress*

The results showed that work from anywhere had a negative and significant effect on lecturers' work stress with a coefficient value of -0.331 and a significance of 0.000 < 0.05. This shows that if the mastery of technology has been improved to carry out work from anywhere activities, it will be able to assist lecturers in carrying out the duties of the tridharma of higher education.

- *The Effect of Work from anywhere on Lecturer Performance.*

The results showed that work from anywhere had a positive and significant effect on lecturer performance with a coefficient value of 0.558 and a significance of 0.000 < 0.05. This indicates that the existence of work from anywhere is very helpful for lecturers in doing every job, especially the tridharma of higher education.

- *The Effect of Work from anywhere on Lecturer Performance through Job Satisfaction*

The results of this study show that work from anywhere has a positive and significant effect on lecturer performance through job satisfaction with a coefficient value of 0.282 and a significance of 0.000 < 0.05. This means that the enactment of work from anywhere can increase the satisfaction of lecturers in working which is significant in terms of the performance of lecturers. From the respondent's answer, it was answered that lecturers feel that work from anywhere is a solution in facilitating every activity of lecturers both in teaching, researching and doing work and can carry out tasks in their own way but still guided by existing rules.

- *The effect of Work from anywhere on Lecturer Performance through Work stress*

The results of this study showed that work from anywhere had an insignificant negative effect on the work of lecturers through work stress with a coefficient value of 0.0.013 and a significance of 0.485 > 0.05. This means that when lecturers do every job with work from anywhere it will reduce the work stress of the lecturers but does not have a significant influence on the performance of the lecturers.

6. Conclusion

Work from anywhere allows the implementation of lecturers' duties, namely carrying out the tridharma of college, namely teaching, researching and doing community service, which will be smooth if transferred to remote functions. By working from anywhere teaching activities will be able to be carried out by utilizing technology, namely online distance learning without having to face-to-face with students. This results in lecturers will be more flexible in compiling schedules so that it will improve the implementation of the tridharma of higher education. Work from anywhere will also be able to improve the performance of lecturers because there will be opportunities to collaborate with other countries. Work from anywhere can increase lecturer satisfaction which has a good impact on improving lecturer performance. Work from anywhere can also reduce work stress, namely reducing the workload of lecturers but does not have a significant impact on lecturer performance. The effect of work from anywhere directly on the performance of lecturers, namely carrying out the tridharma of higher education, is more dominant than the mediation of the variables of job satisfaction and work stress. Therefore, adaptability to the WFA system needs to be optimized to support lecturer performance in the future.

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